

Inspection report for early years provision

Unique reference number	EY347875
Inspection date	23/05/2011
Inspector	Anne Barnsley
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder has been registered since 2007. She lives with her husband and adult son in the Ermine area of Lincoln. There are schools, pre-schools, nurseries, shops and parks within walking distance. All areas of the home are available for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time and currently has four children on roll, all of whom are in the early years age group.

The childminder is a member of the National Childminding Association and receives support from the local authority. She has a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a homely setting where the individual needs of children are met successfully. Most areas of learning are provided for and children make steady progress towards the early learning goals. The setting is organised appropriately with all policies and most procedures in place. Partnerships are established and systems for sharing information work well in some cases. Some self-identified improvements are made and these improve the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that a full risk assessment is carried out for each type of outing and includes the details set out in the welfare requirements (Safeguarding and promoting children's welfare). 01/06/2011

To further improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children and parents
- improve the range of resources to support children's opportunities to develop positive attitudes to diversity
- improve the exchange of information with parents to involve them more in children's initial and ongoing assessments of their learning and development
- extend the range of learning experiences offered to children, particularly the

opportunities to explore a range of recourses that promote their developing understanding of information and technology.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates her awareness of promoting children's safety. She is able to recognise the different types of abuse and indicator signs that would alert her to a child at risk. She has completed some elements of child protection as part of her level 3 qualification and she intends to update her knowledge further by completing a safeguarding course in the near future. She has a safeguarding policy in place, which is shared with parents to ensure they are fully conversant with her duty to protect children. The childminder supervises children well and has appropriate safety measures in place that reflect the ages and stages of the children being cared for, for example, stairgates at the bottom of the stairs and socket covers in empty, accessible plug sockets. Risk assessments are in place for all areas of the home, but these have not been undertaken for the outings and trips children are taken on. All adults who have regular contact with children are appropriately vetted.

This is a warm and welcoming setting which provides children with different activities and experiences in a homely environment. All policies and procedures that are required for the safe and efficient management of the setting are in place and provide parents with information about how the setting is organised. The childminder has appropriate knowledge of the learning and development and welfare requirements and she has an early years level 3 qualification. An observation system is in place, which is currently under review for the second time. Progress is being made with this to ensure that children have suitable challenge in their learning. Observations show children engaging in most areas of learning and what they have achieved or enjoyed. The childminder is currently developing these more to show what each child needs to do next and how this is being planned for. The childminder operates an equal opportunities policy and provides an inclusive environment in which children's interests are well known to her. She knows the children and families well and promotes a harmonious environment in which children learn to appreciate and respect each other's differences within the setting. At the last inspection she agreed to increase resources that promote positive images of diversity. Since then she has bought some books that help encourage children to ask questions. However, further work is needed to fully meet this recommendation as children do not have a sufficient range of resources and activities that develop their understanding of diversity.

A continuous system of self-evaluation has not yet been established in this setting to identify the strengths and areas to improve. However, the second recommendation that was raised at the last inspection has been successfully met and children now have a greater range of resources to use to promote their creativity. The childminder makes some self-identified improvements, particularly by completing her level 3 qualification and her food and hygiene course. She has also increased her resources, both indoors and outdoors. This has been a steady process and she now has a satisfactory range in most areas of learning. There is a

gap for children, particularly three- and four-year-olds, to learn about information and technology and have opportunities to apply this in their play. Babies and toddlers have a satisfactory range of electronic and press button toys that develop their early awareness reactive equipment.

The childminder gets know parents and children before they start by having several settling-in sessions. This helps children and parents with the separation process and children with the attachment process and transition from home to minder. Information is exchanged verbally between minder and parents at this point and continues in this way thereafter. There is no consistent system to ensure that parents are involved in their child's learning and can contribute to this if they wish. The childminder maintains no information about the routines of babies and how their day has been, such as a care diary that parents can use as a means of communication. However, children's learning journeys are available for parents to see what their child has been enjoying. Communication between the childminder, parents and other settings that children attend does not currently take place, however, this is being looked at as part of the process for improving communication and information exchange with parents. Only one child attends another setting and is minded on a very part-time basis. The childminder has no contact with this setting. However, she is aware of the importance of establishing a system for sharing information so that gaps in children's learning can be identified and children receive consistency and continuity in their learning.

The quality and standards of the early years provision and outcomes for children

Children settle well and show they have close relationships with the childminder. Babies really enjoy being cuddled and playing with her on the carpet. Children move around confidently exploring their environment and the toys on offer. They show a sense of belonging and understanding of the daily routine, for example, when it is time for their nap, meals or nappy changes. They have several settling-in sessions before they start so that they know the childminder and their new environment well. Children show enthusiasm and are eager to engage in play, exploring their toys and taking ones they like to give the childminder. They confidently make their own choices about what they want to play with and enjoy chatting or babbling about what they are doing. One toddler enjoys looking at a book with the childminder and also sitting on the floor playing with electronic toys with her. The child laughs and finds it very funny when the childminder makes funny noises and repeats this over again. Children are active participants in their learning and show curiosity and interest in the world around them. Toddlers are not afraid to try new things, such as attempting to use a scooter in the same way as the three- and four-year-olds do. This demonstrates that very young children absorb information, remember what they see and try to apply it in their own play.

Children make steady progress towards the early learning goals as each area of learning is provided for appropriately. Observations of children at play identify their achievements and things they like doing, which helps the childminder to provide these things for them. Children have satisfactory levels of challenge in their play and are appropriately supported when learning new skills. They enjoy a wide range

of books and mark making materials on a daily basis, but have limited opportunities to use technology, such as cameras, computers and printers. Observations show that children enjoy playing together and especially enjoy participating in craft activities. Children play well independently and are well equipped with the skills they need in order to secure future learning. They are taken out and about to some places in the local area, for example, the woods and the cathedral, where they develop an understanding of their community and of nature.

Children develop their awareness about healthy lifestyles by being supported with their personal needs when young and by being encouraged and guided with taking care of these independently as they grow. They adopt positive personal hygiene routines and begin to understand the importance of healthy eating. The childminder operates a healthy eating policy, which she shares with parents. She provides children with nutritious snacks and lunches, which they sometimes help prepare. The childminder engages in role play with children using play food to talk about foods that are good for us and where they come from. Children engage in a range of physical activities, both indoors and outdoors. They spend time in the garden most days where they have apparatus and resources, such as a ball pool, rockers and sand and water to play with. Children show that they feel safe and secure. They have a stable routine each day and understand the childminder's expectations for behaviour. Children learn to share and take turns and how to play cooperatively in a group setting. Children enjoy helping and being kind because their efforts are recognised and praised. They learn right from wrong and how to behave safely through the consistent support they receive during daily routines and activities. They have age and stage-appropriate buggies when very young and when older they follow safety rules when out walking. They are reminded about road safety and being careful when they are near the road. Children participate in fire drills so that they know how to evacuate the premises swiftly in the event of an emergency and learn how to take responsibility for themselves and each other.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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